HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield**

 **Subject: ELA Start Date(s): 5/20/2024 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 8- From here to there**Essential Questions: 1.** What can help you go from here to there 2. What do you know about our country? 3. What do you see in the sky?  **BIG IDEA- Where can you go that is near and far?**. **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)** * RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does).
* L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
* RI.K.1 With prompting and support, ask and answer questions about key details in a text.
* W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
* SL.K.2 Ask questions about key details and requesting clarification if something is not understood.

**Summative Unit Assessment : Unit 8 Wonderworks Assessment**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| Students will- be assessed on phonemic and phonological awareness skills taught in Unit 8. | \_\_ \_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group\_\_\_\_ Student Self-Assessment \_\_\_\_ Other (explain) |

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| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 12 | Overview of unit, introduce new vocabulary words: distance and recognize. Discuss essential question. Introduce and read new story- Bringing Down The MoonStrategy: make predictionsReview letters u, g, w, x,Review high frequency words for, have, they, of, said, want, here, me, this, whatPractice page 233Shared writing- begin to make a counting book about things you see in the sky | WS | Teacher book, big book unit 8Letter review worksheetVocabulary and sight word cardsStory: Bringing Down the MoonSongs: Umbie Umbrella, Gertie Goose, Willy Worm, Mr. Xray | Formative- complete worksheet, verbally participate in lessonSummative- Student Self - Assessment- |
| 2 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary words. Reread story Bringing Down the Moon? Ask and answer questions about character, setting and events.Discuss Plot: problem and solution graphic organizerCategory words: OppositesComplete practice page 234Review sounds for u, g, w, x, also words that begin with that letter and blend words using those letterReview high frequency words from day 1 Read Up! Up! Up!Begin to write a counting book | WS | Worksheet on comprehensionVocabulary and sight words cardsGraphic organizerBig Book unit 8Worksheet 234 | Formative-thumbs up, thumbs down for words that begin with u ,g ,w, xComplete worksheet Summative- Student Self - Assessment- |
| 3 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 12 | Review essential question and introduce new vocabulary words: space, challenge, surfaceRead Aloud: Informational Text- A View From the MoonStrategy: Make predictionsPhoneme Addition and review short u and blend words with short a, e, o, and u Practice pages 235-238Phonics picture sort- sort by beginning sound for j, z, y, q, Sort by ending sound for g, xReview high frequency words and do your turn practice book Jim and KitContinue working in counting book | WS | Interactive read aloud cardsTake home bookPractice pgs 235-238Sorting cardsVocab word cardsSight word cardsCounting books | Formative-pair/share reading of sight word book and small group work with bookSummative- Student Self - Assessment- rate your writing |
| 4 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 12 | Review essential question and vocabulary wordsCategory words: opposites/practice pg 241Read Day and Night SkyPhoneme Addition-add initial sounds to form new wordsBlend words with short u and consonants sheet 242Review high frequency wordsContinue writing in counting books | WS | Vocab word cardsBig BookSight word cardsWorksheet pg 242White boards | Formative-Responding to reading during guided readingSummative- Student Self - Assessment- |
| 5 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 12 | Review essential question and vocab words. Read Up! Up! Up!Guided Reading Writing Prompt: We saw a \_\_\_\_\_\_\_\_\_\_\_\_in the sky.Phonemic categorization: categorize by which one doesn’t belongRead words with short e, I, o, uReview high frequency words | WS | Vocab word cardsJournalsSight word cardsGuided reading books | Formative-Summative- Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |